



JOINT STAFF OFFICER (JSO) DEVELOPMENT

JSO COMPETENCIES

JOINT OFFICER PROFILE

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ADDITIONAL
RESOURCES

JSO COMPETENCIES

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COMPETENCY OVERVIEW

During an extensive field study senior leaders and staff officers across the combatant commands have identified fifteen common competencies of effective joint staff officers. The competencies center around joint knowledge, tools, business processes, and interpersonal skills required to work successfully in a four star joint environment.

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1. ROLE AND WORK REQUIREMENTS

Understands the role of a joint staff officer, and performs work requirements consistently at a high level of proficiency.

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2. ORGANIZATION AND MISSIONS

Understands the organization and missions of the nine Combatant Commands.

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3. JOINT AND COMMAND-LEVEL MINDSET

Exhibits joint and command-level mindset and knowledge and applies them to all work products and services.

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4. SERVICE ORGANIZATION, CAPABILITIES, AND BUSINESS PRACTICES

Is highly knowledgeable of his/her Service organization, capabilities, and business practices.

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5. AUTHORITIES AND LEGAL REQUIREMENTS

Knowledgeable of authorities and legal requirements affecting the Combatant Commands.

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6. GOVERNMENT AGENCIES AND COMBATANT COMMAND RELATIONSHIPS

Knowledgeable of US Government Agencies (State Department, Justice, Department of Homeland Security, Department of the Treasury, etc.) and cognizant of their relationships with the Combatant Commands.

Perhaps for the first time in your career you will be working in a joint environment—which includes representatives from all the Services, the Guard and Reserve, government civilians, US Agencies, and multinational partner organizations. Having a basic understanding of the different organizational missions and cultures can help you begin to establish good working partnerships with the representatives serving in your command.

Here are some links to the most common agencies and organizations that you will be working with:

**DEPARTMENT OF
DEFENSE (DOD)
COMBAT SUPPORT
AGENCIES**

**INTERAGENCY
PARTNERS**

**INDEPENDENT
GOVERNMENT
AGENCIES**

**THE NATIONAL
GUARD AND
RESERVES**

OTHER SERVICES

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DEPARTMENT OF DEFENSE (DOD) COMBAT SUPPORT AGENCIES

- ❖ **Defense Contract Management Agency (DCMA)** Works directly with Defense suppliers to help ensure that DoD, Federal, and allied government supplies and services are delivered on time, at projected cost, and meet all performance requirements.
- ❖ **Defense Information Systems Agency (DISA)** Engineers and provides command and control capabilities and enterprise infrastructure to continuously operate and assure a global net-centric enterprise in direct support to joint warfighters, National level leaders, and other mission and coalition partners across the full spectrum of operations.
- ❖ **Defense Intelligence Agency (DIA)** Provides timely, objective, and cogent military intelligence to warfighters, defense planners, and defense and national security policymakers.
- ❖ **Defense Logistics Agency (DLA)** The Department of Defense's largest logistics combat support agency, providing worldwide logistics support in both peacetime and wartime to the military services as well as several civilian agencies and foreign countries.
- ❖ **Defense Threat Reduction Agency (DTRA)** The Department of Defense's official Combat Support Agency for countering weapons of mass destruction. Provide Subject Matter Experts on WMD who address the entire spectrum of chemical, biological, radiological, nuclear and high yield explosive threats.
- ❖ **National Geospatial-Intelligence Agency (NGA)** Department of Defense combat support agency and a member of the national Intelligence Community (IC). NGA develops imagery and map-based intelligence solutions for U. S. national defense, homeland security and safety of navigation.
- ❖ **National Security Agency/Central Security Service (NSA/CSS)** The NSA/CSS core missions are to protect U.S. national security systems and to produce foreign signals intelligence information.

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INTERAGENCY PARTNERS

The following executive departments are the components of the Federal Executive Branch:

- ❖ Department of Commerce (DOC)
- ❖ Department of Defense (DOD)
- ❖ Department of Education (ED)
- ❖ Department of Energy (DOE)
- ❖ Department of Health and Human Services (HHS)
- ❖ Department of Homeland Security (DHS)
- ❖ Department of Housing and Urban Development (HUD)
- ❖ Department of Justice (DOJ)
- ❖ Department of Labor (DOL)
- ❖ Department of State (DOS)
- ❖ Department of the Interior (DOI)
- ❖ Department of the Treasury
- ❖ Department of Transportation (DOT)
- ❖ Department of Veterans Affairs (VA)

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INDEPENDENT GOVERNMENT AGENCIES

- ❖ Environmental Protection Agency (EPA)
- ❖ Federal Communication Commission (FCC)
- ❖ Federal Trade Commission (FTC)
- ❖ General Services Administration (GSA)
- ❖ National Aeronautics and Space Administration (NASA)
- ❖ National Science Foundation (NSF)
- ❖ National Transportation Safety Board (NTSB)
- ❖ Office of the National Counterintelligence Executive (ONCIX)
- ❖ Selective Service System (SSS)
- ❖ US Trade and Development Agency (USTDA)
- ❖ United States Agency for International Development (USAID)
- ❖ United States International Trade Commission (USITC)

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THE NATIONAL GUARD AND RESERVES

- ❖ The National Guard
- ❖ America's NAVY Reserve
- ❖ Army Reserve
- ❖ Air Force Reserve

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OTHER SERVICES

- ❖ The Department of the Army
- ❖ The Department of the Air Force
- ❖ The Department of the Navy
- ❖ The Marine Corps
- ❖ The Coast Guard

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7. WRITE, READ, AND CONDUCT RESEARCH AT ADVANCED LEVEL

Able to write, read, and conduct research at an advanced level appropriate for work performance at an executive level.

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8. STRATEGIC AND HIGHER ORDER CRITICAL THINKING SKILLS

Uses well-developed strategic and higher order critical thinking skills for task assignments and problem solving.[LINKS HERE WITH EXPLANATION](#)

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9. TIME MANAGEMENT

Exhibits excellent time management skills.

One of the most significant aspects of staff work is the constant demands on a staff officer's time. Work time will be devoted to research and writing, preparing and presenting briefings, attending or facilitating meetings, and coordination of tasks.

Here are some links that should help you with your time management skills:

- ❖ **One Minute Manager** An easily-read story which quickly demonstrates three very practical management techniques.
- ❖ **7 Habits of Highly Effective People** A change in perception and interpretation of how the world works. Covey takes you through this change, which affects how you perceive and act regarding productivity, time management, positive thinking, and developing your "proactive muscles".
- ❖ **Gantt Chart** A useful tool for planning and scheduling projects.
- ❖ **Guidelines for Managing Projects** Project management guidelines that help you to organize, plan, and control your projects.
- ❖ **Handbook on Time Management Skills** Focuses on how approaches and strategies that will enable you to effectively deal with time management problems in a variety of contexts.

**MANAGING DAILY
TASKS**

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9. TIME MANAGEMENT

Managing Daily Tasks

The pace of daily work is rapid and the volume of tasks to manage is significant. Developing your time management skills will help you significantly in the execution of assignments. The following are some tips for you to consider:

- ❖ Know your most productive time of the day. Are you a morning or an afternoon person? When possible, approach your most complex and most mundane tasks during your peak period when your focus is best.
- ❖ Prioritize your tasks. One way is to use the ABC approach to prioritize each task: A for ASAP—highest priority, must do now; B for burning, but not yet critical; C-Can do later.
- ❖ Develop a well-organized approach to managing taskers using Microsoft Outlook; take time to file electronic documents and e-mails to appropriate folders as you complete a stage for each task.
- ❖ Keep e-mails as brief as possible and copy only those who need to be included; this should reduce the number of e-mails you receive in return. File only those e-mails needed for legal or tracking purposes in related folders.
- ❖ Use the phone to reduce the number of e-mails for yourself and others.
- ❖ Delete extraneous versions of documents.
- ❖ Create two reading folders—one for electronic journals, articles, research; and one which is portable for paper—journals, print-outs, articles, etc. Try to set aside an hour or two during each week for your professional reading.
- ❖ Find your best ways to manage stress and practice them. For some, physical training helps thinking processes and reduces stress. For others finding a quiet place to relax even for 10 minutes is helpful. Reasonable breaks can help you be more productive and reduce errors.
- ❖ Using a timer (e.g., your watch alarm,) helps focus, pacing, and development of task standards. For example, spend the first 15 minutes of the day setting a priority list, an hour working on your most critical task, then the next hour for e-mails, etc. Develop a routine that best helps manage workflow.
- ❖ Beware of the perfectionist syndrome; sometimes the 80% solution is sufficient.
- ❖ Set a time and the criteria for decision-making for taskers, and then follow through.
- ❖ Treat your work as a project. If you have access to Microsoft Project or other project management tools, they can be helpful in tracking multiple elements of a job.

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10. EXECUTIVE LEVEL COMMUNICATION IN A DIVERSE WORKFORCE

Able to communicate effectively at executive levels and across a diverse workforce.

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11. CONSTRUCTIVE WORK RELATIONSHIPS

Able to build constructive work relationships.

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12. MANAGING AND LEADING A DIVERSE WORK ENVIRONMENT

Able to effectively manage and lead in a diverse work environment (civilians, contractors, Guard and Reserve, own and sister Services personnel, interagency and multinational personnel).

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13. TECHNOLOGY SOFTWARE AND HARDWARE CAPABILITIES

Able to maximize technology software and hardware capabilities.

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14. PARTICIPATING IN EXERCISE PREPARATION AND PLANNING

Able to effectively participate in exercise preparation/planning .

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15. LIFELONG LEARNING BEHAVIORS

Practices lifelong learning behaviors.

Lifelong learning is the continuous integration of formal and informal education for promoting personal and professional development, citizenship, and human value throughout one's life. One of the principal objectives is to equip people with the capacity to manage their own self-education. From about the age of 25 to retirement, people primarily learn from their occupations, technologies, colleagues, and life experiences.

Here are some links that should help you to the most common agencies and organizations that you will be working with:

- ❖ **Major Categories in the Taxonomy of Educational Objectives(Bloom 1956)** Dr. Benjamin Bloom, renowned educational psychologist, categorizes five levels of educational competency: receiving, responding, valuing, organization of values into a system, and characterization by a value complex.
- ❖ **30 Things We Know For Sure About Adult Learners** A variety of sources provides a body of fairly reliable knowledge about adult learning. This knowledge might be divided into three basic divisions: things we know about adult learners and their motivation, things we know about designing curriculum for adults, and things we know about working with adults in the classroom.
- ❖ **Applying Principles of Adult Learning - The Key to More Effective Training Programs** The principles of adult learning involve several differences compared with those of younger learners.
- ❖ **Nontraditional Training Systems - Realizing the Effectiveness of an Agency's Most Valuable Resource**
Includes tools and models for adult learning concepts.
- ❖ **The Adult Learner in the Workplace** This offers news about new kinds of learning programs for adults in the workplace, in corporate universities, and in other programs related to improving learning, efficiency, and productivity.
- ❖ **Seven Characteristics of Highly Effective Adult Learning Programs** The study investigated which factors in adult learning environments best facilitate adult growth and development. It came up with seven key factors found in learning programs that stimulated adult development.
- ❖ **Andragogy Malcolm Knowles** Andragogy reorients adult educators from educating people to helping them learn. The methods used may range from isolated instruction within a curriculum or integrated instruction.

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JSO PROFILE

Identifying competencies that both leadership and staff officers themselves see as important for meeting strategic goals helps define a job profile. Both senior leaders and staff officers identified the following requirements:

- ❖ Staff officers must first develop a solid understanding of the role and work requirements of a joint staff officer before they can become proficient at it.
- ❖ Staff officers must find and use accurate joint knowledge for working at the combatant command level.
- ❖ Staff officers are required to use well-developed and varied interpersonal communication and collaboration skills.
- ❖ Staff officers require a good understanding of the ramifications of working in a diverse workforce.
- ❖ Staff officers need business skills to adequately address task requirements.

**PERSONAL
ATTRIBUTES,
ABILITIES, AND
ATTITUDES OF THE
MODEL STAFF
OFFICER**

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Personal Attributes, Abilities, and Attitudes of the Model Staff Officer

Skills and knowledge alone are not enough. It is important to identify the attributes, abilities and attitudes which make people successful; how skills and knowledge are applied may at times be more critical to success than the proficiency of skills and the degree of subject knowledge. The list below describes the attributes, abilities, and attitudes senior leaders describe as characteristic of highly effective and proficient joint staff officers:

- ❖ **Maintains objectivity and sees the big picture.**
- ❖ **Is adaptable to any situation**—open minded, flexible, resilient, and very adaptable to change.
- ❖ **Is dynamic, with an outgoing personality**—has a great sense of humor and uses it effectively; not so serious with self; has an infectious positive attitude; is able to get along with everyone; knows when and how to have fun without compromising character.
- ❖ **Is professionally aggressive; career-minded.**
- ❖ **Is self-assured/self-confident.**
- ❖ **Exhibits a high degree of character**— trustworthy, ethical, truthful, and reliable; is loyal, dependable, morally sound; exhibits honor and moral courage.
- ❖ **Is intelligent, bright, articulate, and mentally agile.**
- ❖ **Is conscientious/detailed/ patient.**
- ❖ **Is candid/forthright.**
- ❖ **Uses common sense.**
- ❖ **Is even tempered/level-headed**— not easily angered or flustered; calm under pressure; separates passion from emotion.
- ❖ **Is selfless, modest; checks ego at the door--“doesn't care who gets the credit” attitude.**
- ❖ **Is sincere, thoughtful, and polite; treats people with respect; has a caring attitude**—Shows maturity and perspective leading to empathy of the other side.
- ❖ **Maintains balance in life**—work, mission, family, friends; has spiritual, physical, emotional, and social support to withstand a demanding lifestyle.
- ❖ **Outstanding physical and mental stamina; is energetic.**

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ADDITIONAL RESOURCES

❖ [Department of Defense Dictionary of Military and Associated Terms](#)

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